

## Kirtland Schools' Special Education Collaborator

November

2020-2021  
SCHOOL YEAR

So Very Thankful

### Kirtland Schools'



SPECIAL EDUCATION  
DEPARTMENT

#### Becky Rowell-Malinas,

Director of Pupil  
Services

#### Diana Simpson,

Special Ed  
Administrative Assistant

#### Kirtland Elementary School:

Jamie Kamensky

Krista Eadeh

Marissa Burwell

Michelle Skrbis

#### Kirtland Middle School:

Amanda Zupancic

David Beans

Kelly Hedger

#### Kirtland High School:

Alexa Tarasco

Alicia Martin

Beth Hrusovsky

#### Related Services:

Marina Ergun,  
School Psychologist

Melissa Bean,  
Speech and Language  
Therapist

Shawna Roche,  
Occupational Therapist

#### Title I

Julie Bonacci

Liz Flannery

#### Wilson Reading

Alice Monihan

### A time to be thankful!

Often it is hard to find the words to express our feelings. This is truly one of those times! Words cannot express how much our Kirtland parents and community are appreciated! Your dedication, kindness and resilience in this unprecedented time is remarkable and is very much appreciated. You have been tasked with the job of supporting your children's academics and social-emotional health more than ever and are doing this while you are simultaneously trying to work, clean, cook, chauffeur and carry on with daily life tasks. We appreciate you and your children in all the amazing ways that makes each year a pleasure to be part of your lives! Thank you for your continued support and positivity as we strive to do what is best for ALL Kirtland students, staff, families and our community!



## Reading Strategies

Sometimes it may be difficult knowing how to support your child at home especially if your child is having difficulty understanding what they are reading. Below are various strategies to use and model for your child which will help him/her with comprehension across all subject areas...



#### Before Reading:

- ◆ Read the title and discuss what you and your child think the book or story will be about;
- ◆ Ask leading questions to help your child begin thinking about the story;
- ◆ Look at and talk about the pictures in or on the cover of the book;
- ◆ Help your child notice details in pictures;
- ◆ Activate prior knowledge by having your child discuss what they already know about topics in a book, relate the information to your child's own experiences;
- ◆ Introduce any new vocabulary that may be unknown or challenging, put the definition in student-friendly terms and find a picture for your child to make a visual connection between the word and the picture.

Reading Strategies  
Listed Below



#### During Reading:

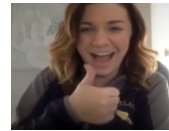
- ◆ Have your child make a mind-movie in their head while he/she is reading, then have your child tell you about the movie, you can do this too and share your mind-movie with your child;
- ◆ Your child can also draw pictures about the story as they read to help with recall;
- ◆ Stop and check in for understanding either after each paragraph, page, chapter depending on your child's ability level, their understanding and the type of print in the book;
- ◆ Clarify any misunderstandings that your child might have, go back and read the paragraph or part of the book that was confusing and then discuss it;
- ◆ Take turns predicting what you and your child think will happen next and why.



#### After Reading:

- ◆ Discuss what happened in the story, what the characters did and if your child thinks that the story could have ended differently;
- ◆ Have your child tell you about the movie he/she made in their head and share your mind-movie too;
- ◆ Have your child retell the story in his/her own words, he/she can use the pictures they were drawn while reading;
- ◆ Read the story again, focusing on fluency (rhythmic reading with expression and feeling)
  - ◆ Children develop fluency between the 3rd and 5th reading of the same text, parents can also take turns reading aloud to demonstrate fluent reading. It is important to have your child follow along in the story while you are reading aloud.





Ms. Kelly Hedger enjoys her time with her parents, sister Kimberly and her dog Sadie. Kelly enjoys being outside, exercising, spending time with her family and friends, watching Netflix and exploring new places! Surprising fact, Kelly has been to Ometepe, Nicaragua nine times!

Kelly has been teaching for the Kirtland School District for six years. Kelly received her undergraduate degree in AYA English Language Arts from Lake Erie College. She then returned to Lake Erie College in 2015 to pursue her degree in Special Education. Due to her passion for working with students of all ages, Kelly furthered her education by returning to school and earned her Reading Endorsement for grades 4-5 at Bluffton University.

Kelly is such a positive role model for our students, she always has a smile on her face and a great perspective on life. She works very hard each and every day to make sure that her students have the skills to be successful and the supports needed to help each and every student reach their potential. Kelly encourages all of her students to persevere, she reminds them that even though times seem difficult and the road ahead may seem challenging, just continue to put one foot in front of the other and give it your best! Giving your best is always worth more than you realize. Kelly makes connections with her students by always trying to relate to students in areas that she has struggled in throughout her years of school. For example, it is an ongoing joke with her students that she is just not good at math, so she will always make sure that her students have the resources they need to be successful when it comes to math. She believes that trying to find ways to show her students that she is "human" too helps make those connections. Kelly feels that a good day at school is getting to see each student begin successful and trying their very best!

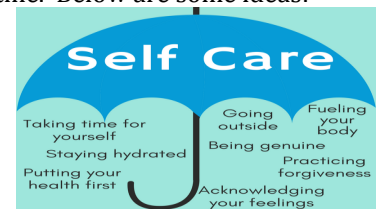
The teacher (outside of Kirtland) that has inspired Kelly throughout her teaching career is Mrs. Kim Galippo. She has been an Intervention Specialist in the Cleveland Public School District for almost 30 years. She has always seemed to naturally connect with her students. She is always able to shed a positive light on a negative situation and has taught her many lessons about being an educator. Additionally, Kelly says she has to give Mr. Beans credit for helping her become the Intervention Specialist that she is today. Mr. Beans took her under his wing and helped make her successful in her new role at Kirtland Middle School.



### Balancing School, & Parenting During COVID-19 Pandemic

In this unprecedented time, depending on your circumstances, you may have found yourself balancing work, parenting, and even schooling simultaneously during the day. These unprecedented times can be overwhelming and stressful, but below are some tips to help alleviate some of those stressors.

- ◆ **Take a Trip:** [Take advantage of FREE VIRTUAL field trips.](#)
- ◆ **Stay connected with friends and loved ones:** Plan zoom parties, Netflix watch parties, and encouragement calls and texts.
- ◆ **Take Breaks:** Get some fresh air, go for a walk or hike, take a nap, cuddle with your kids or a pet, play cards or a boardgame etc: and allow yourself time to process and regroup when feeling overwhelmed.
- ◆ **Practice Self-Care:** Self-Care doesn't have to be a luxurious spa day or an extravagant shopping trip; it can be as simple as taking a shower and listening to your favorite jams.
  - ◆ Try different Self-Care ideas at home. Better yet make it a family routine. Below are some ideas:
  - ◆ **Parent Ideas:** See last pages of this document.
  - ◆ **Student Ideas:** See the last pages of this document.
- ◆ **Remember, you are doing the best that you can!**
  - ◆ Give yourself a pat on the back, give your children a big hug, a high five, knuckles and definitely an "I Love You", "We are here for each other" and lots of "I am Proud of you!"



Kirtland Schools are proud of **YOU**, our **PARENTS**, our **STUDENTS**, our **STAFF** and our **COMMUNITY!**  
**We will continue to take care of each other!**



### Parent Workshops:

- December/January:** Working through Stress and Anxiety
  - March:** Supporting Your Child at Home
  - April:** Avoiding the Summer Slide
- Specific Dates will be announced in the next Parent Collaborator



Continue to look for upcoming Parent Workshops such as Walk in the Shoes of a Dyslexic, Social-Emotional Learning, Avoiding the Backwards Slide and more!



# Theme

**Theme**  
The message, moral, or lesson that the author wants you to take away from the story.



**Cooperation**  
Characters who work together to solve a problem or reach a goal.

**Acceptance**  
Characters who respect and accept each others' differences.

**Loyalty**  
Characters who trust each other and never turn their backs on one another.

**Kindness**  
Characters who are kind and generous to others.

Just as crème can be hidden inside a crème-filled cupcake, a theme is hidden in a story.


**Compassion**  
Characters who want to help others who are suffering.

**Courage**  
Brave characters who have the courage to overcome a fear or accept a risk.

**Honesty**  
Characters who find that it is always best to tell the truth.

**perseverance**  
Characters who never give up even during difficult times.

**Good vs. Evil**  
Good characters prevail and evil characters are defeated.



Is what the story teaches readers the life lesson, meaning, moral, or message about life or human nature that is communicated by a literary work.



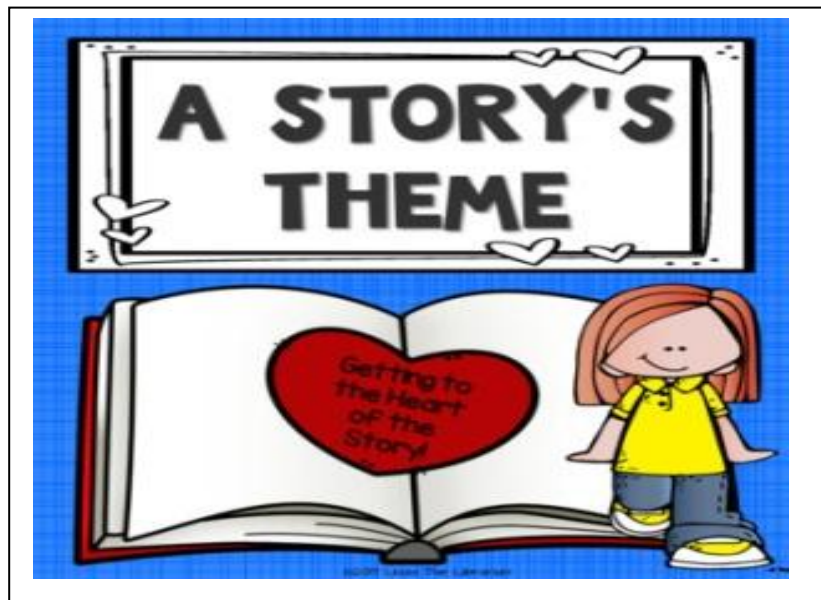


## Common Themes in Books

You will find that many books include a theme, or lesson, that is revealed as you read the story. Below are common themes you will find in your books.

<b>Acceptance</b>	These books have characters who respect & accept others' differences and beliefs.
<b>Courage</b>	These books have brave characters who have the strength to overcome a fear or accept a risk.
<b>Perseverance</b>	These books have characters who never give up even when facing difficult times.
<b>Cooperation</b>	These books have characters who work together to solve a problem or achieve a goal.
<b>Compassion</b>	These books have characters who want to make those who are suffering feel better.
<b>Honesty</b>	These books have characters who find that it is best to always tell the truth.
<b>Kindness</b>	These books have friendly characters who are generous and considerate of others.
<b>Loyalty</b>	These books have characters who trust each other and never turn their backs on their friends.





## Theme vs. Subject/Topic

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• A <b>theme</b> is not the same as a subject.</li></ul>                                   |   |
| <ul style="list-style-type: none"><li>• A <b>theme</b> is the idea the writer wishes to reveal <b>about</b> a subject.</li></ul> | <ul style="list-style-type: none"><li>• A <b>subject</b> is the topic a writer is writing about.</li></ul>                        |
| <ul style="list-style-type: none"><li>• A <b>theme</b> is usually expressed in a full sentence.</li></ul>                        | <ul style="list-style-type: none"><li>• A <b>subject</b> is usually expressed in a word or two: love, childhood, death.</li></ul> |
| <ul style="list-style-type: none"><li>• “Most people can be themselves around their families” is a theme.</li></ul>              | <ul style="list-style-type: none"><li>• “Families” is a subject.</li></ul>  |

# THEME vs TOPIC

Theme is the central message conveyed through the writing.

Topic is the subject matter discussed in the writing.

Theme explains why that particular piece of writing was written.

Topic explains what that writing is about.

Theme is not directly stated in the work.

Topic is generally directly given in the work.

Theme is specific as it reflects an opinion.

Topic is more general as it denotes the subject.

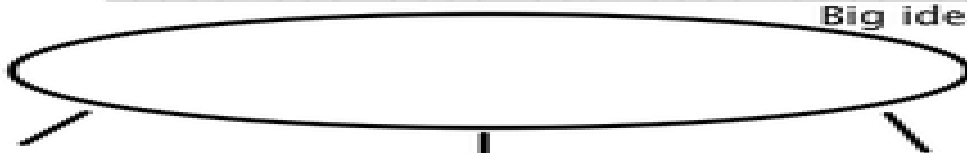
PEDIAA.COM

## WHAT'S THE BIG IDEA?

Name \_\_\_\_\_

Book Title \_\_\_\_\_

Big idea or topic:



What characters say and do that demonstrate this:

--

--

--

What is important to learn (THE MESSAGE you take):

--

# THEME

The **theme** of a story is the **message, lesson** or **moral** that the author wants you to learn. Think about what the characters do and say.

THE

BIG



Idea

Evidence

Evidence

Evidence

Message or Lesson



Name \_\_\_\_\_

Date \_\_\_\_\_

# Theme



Write the theme (message) of your story in the scroll at the top of the page. Then write three examples from the text that demonstrate the theme you selected.

Title \_\_\_\_\_

Three large, rounded rectangular boxes arranged horizontally. Each box is connected to the scroll above by a line. At the bottom of each box, there is a label "Page # \_\_\_\_\_" for recording the page number of the example.

Page # \_\_\_\_\_

Page # \_\_\_\_\_

Page # \_\_\_\_\_

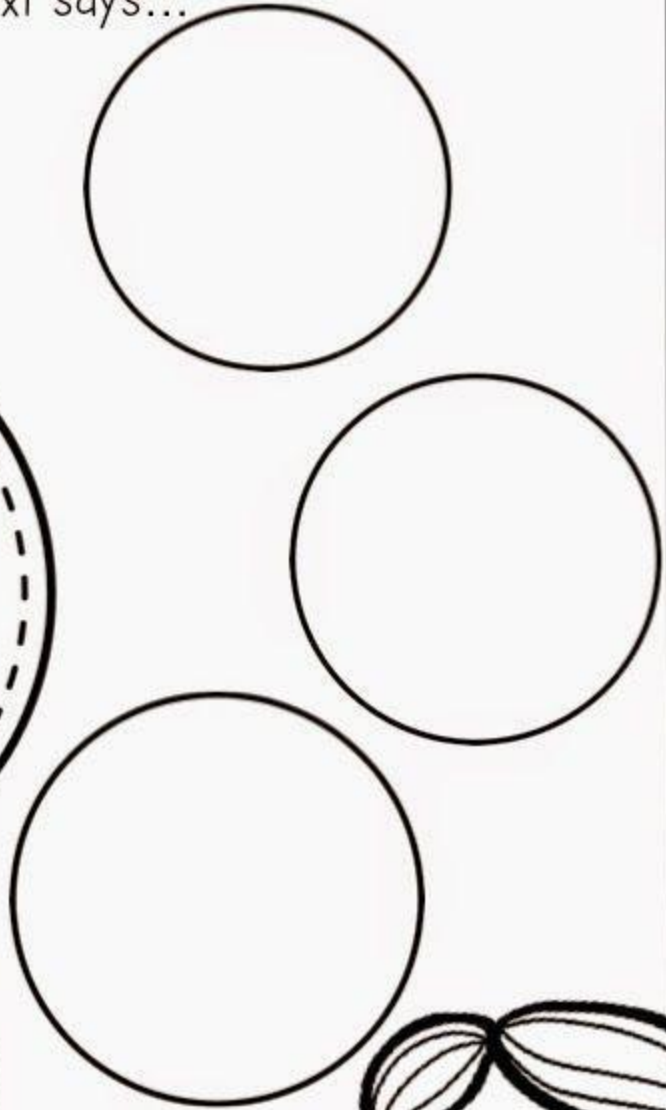
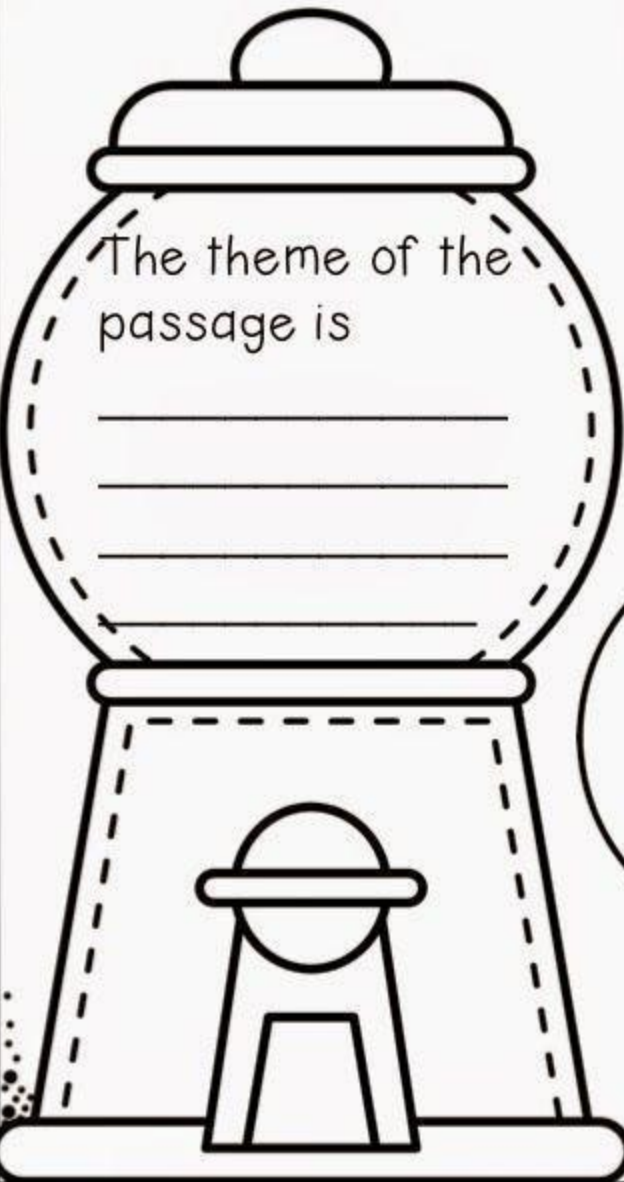


Name: \_\_\_\_\_



# What Stuck With You? :

I know this because the text says...



Name: \_\_\_\_\_

## Getting to the Heart of \_\_\_\_\_

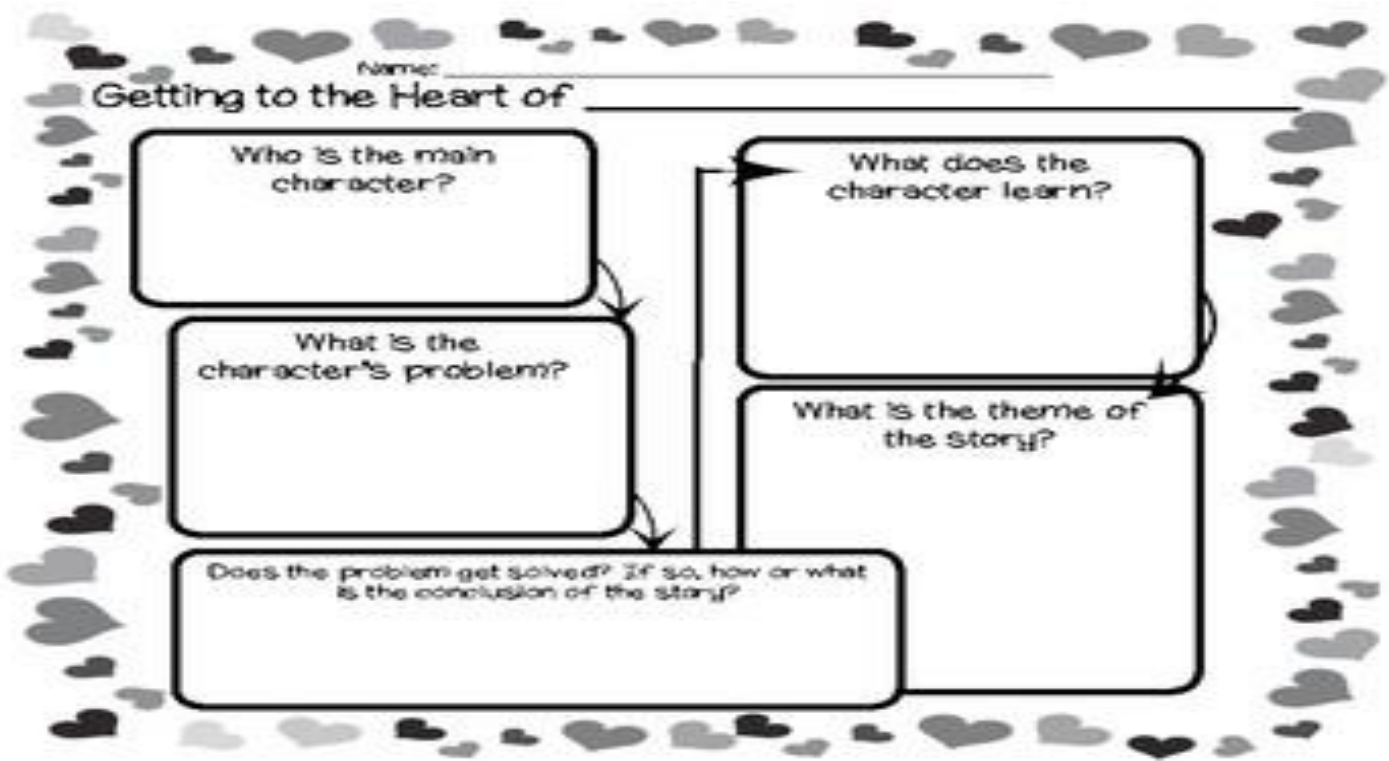
Who is the main character?

What is the character's problem?

Does the problem get solved? If so, how or what is the conclusion of the story?

What does the character learn?

What is the theme of the story?





# Summarizing

## Summarize

to retell the main events of a story in a shorter version.

**Somebody**

Who is the main character?

**Wanted**

What did the character want?

**But**

What was the problem?

**So**

How did the character try to solve the problem?

**Then**

How does the story end?

# Somebody...

Who is the MAIN CHARACTER?

# Wanted...

What does he or she want?

# But...

What is the PROBLEM?

# So...

How does the main character REACT?

# Then...

How is the problem SOLVED?

# SUMMARIZING

## Somebody

Who is the main character(s)?

## Wanted

What did the character want or what is the character's goal?

## But

What was the problem in the story or what is keeping the character from his goal?

## So

What is the solution to the problem or how does the character reach their goal?

## Then

What was the resolution to the problem?

# SUMMARY SWBST

**Somebody  
Wanted  
But  
So  
Then**



The summary retells the most important parts of the story in a much shorter version.

- ♥ It tells what happens
- ♥ Only use important details
- ♥ Use a mix of important key words and your own words
- ♥ Do not include any opinions

©Jan Brodshaw (TeacherKarma.com)

## Summary

-Uses few words to give the most important parts of a story.

**S**

**somebody**

Who is the main character?

**W**

**wanted**

What does the main character want?

**B**

**but**

What is the problem?

**S**

**so**

How does the character try to solve the problem?

**T**

**then**

How does the story end?

©moretime2teach2013



# Retelling vs Summarizing

## Retell

- Tell the story again
- Use the author's words
- Add as many details as possible



## Summarize

- Tell only the most important events from the story
- Put events in your own words
- Keep in mind the BIG IDEA- what the story is mostly about



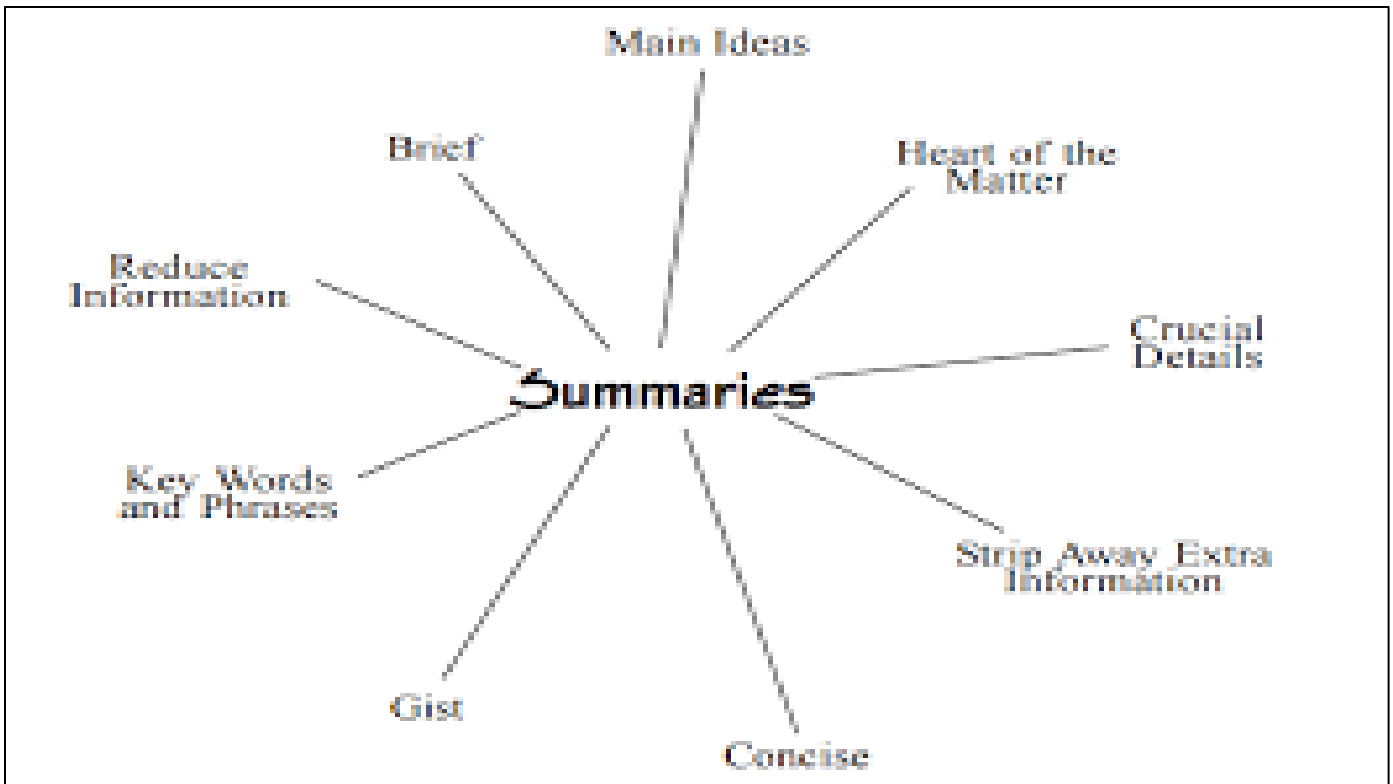
## Both

- only use details from the text
- Keep the details in the correct order



## Five Finger Summary





<p><i>Somebody</i> (Who is the main character?)</p>	
<p><b>W · A · N · T · E · D</b> (What did they want?)</p>	
<p><i>but...</i> (What was the problem?)</p>	
<p><i>So...</i> (How did s/he try to solve it?)</p>	
<p><b>THEN</b> (How did it end?)</p>	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Chapter Summaries



Directions: As you read, write the chapter number and/or title, then write a 1–2 sentence summary of the chapter.

Chapter	Summary



Name:

# Story Summary



**Book Title:**

**Author:**

**Character:**

**Setting:**

**Problem:**

**Theme:**

**Solution:**

Skill: SUMMARIZING

Name: \_\_\_\_\_

date: \_\_\_\_\_

# Summarizing

A summary is when you use your own words to tell the key ideas of something you have read.

**1. SOMEBODY...  
THE MAIN CHARACTER  
OR CHARACTERS**

---

---

---

---

**2. WANTED...  
WHAT DID THE  
CHARACTER WANT?**

---

---

---

---



**3. BUT...  
WHAT WAS THE  
PROBLEM?**

---

---

---

---



**4. SO...  
(HOW DID THE  
CHARACTER TRY TO  
SOLVE THE PROBLEM?)**

---

---

---

---

**5. THEN...  
(WHAT WAS THE  
RESOLUTION?)**

---

---

---

---

# Nonfiction Summary

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Topic (1-2 words):

Main Idea (1 sentence of what the passage is about)

---

---



Key Detail #1

Key Detail #2

Key Detail #3

Put it altogether! Write the summary of the passage.

---

---

---

---

---

---

---



Name \_\_\_\_\_

Date \_\_\_\_\_

# SUMMARY GRAPHIC ORGANIZER

Title: \_\_\_\_\_

**Main Idea**

**Four Important Details**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_

**Summary of the Passage in ONE Sentence**

\_\_\_\_\_  
\_\_\_\_\_

## Fiction Summary

Topic Sentence (exposition):

What is the story called? \_\_\_\_\_

Who wrote the story? \_\_\_\_\_

Who is the main character(s)? \_\_\_\_\_

Where is the story set at? \_\_\_\_\_

What did the character want and/or what is the conflict?

But, what was the problem (rising action)?

So, how is the problem resolved (climax)?

What now (falling action)?

How does it end? Is it happily ever after? (Resolution)

Write your title

## Summary Strategy Organizer

Somebody

wanted

but

So

Then

Summary Paragraph:

---

---

---

---



Name \_\_\_\_\_

Date: \_\_\_\_\_

**IVF Summary Sentence**

A **summary sentence** tells the "big idea" of the text. To write a summary sentence you need I+V+F.

**Identify** the text you are summarizing

Select a **Verb** such as compares, describes, tells, lists, gives, explains, or shows

**Finish** your thought by telling the big idea of the text

IVF Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# HOW TO MANAGE ANXIETY

## Routine

Create a nourishing routine. Anxiety thrives on chaos and uncertainty. I've found a good routine helps a lot.

## Talk

Don't be afraid to talk about your anxiety. Find a good support system. Try therapy. Break the stigma!

## Rationalize

Anxiety likes to pull out the worst-case-scenario. Reassure yourself as many times as it takes that you are okay.

## Schedule

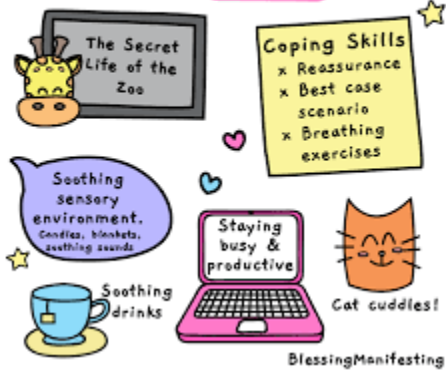
If something triggers your anxiety, try scheduling it into your week. Don't put things off indefinitely!

## Mindfulness

Focus on the current moment. Be in the present. Learn to self-soothe.

BlessingManifesting

Things that make me less **anxious**



Anxiety can look like...

@BlessingManifesting

Feeling overwhelmed by a list of small tasks	Obsessively thinking the same thoughts over and over	Feeling like you're not equipped to be an adult
Overthinking your social interactions	Physical symptoms like upset stomach, hot flashes	Feeling like everything is too much to process
Nervous habits like biting your lip or nails	Stressing for hours on things that take minutes to do	Worrying over others feelings when they hurt you
Unable to enjoy the moment	Difficulty asking for things	

<p>Morning anxiety is caused by the hormone cortisol. When we wake up we naturally have a sharp increase. Stress and anxiety can cause it to overload our system.</p>	<p>Create a good sleep schedule. Make sure that you're getting a solid amount and try to choose a pleasant alarm tone for waking up.</p>	<p>Work to lessen your overall anxiety. See if anything in your life is causing anxiety spikes and then create boundaries around that thing.</p>
<p><b>Self-Care for Morning Anxiety</b></p>		
<p>Get super relaxed before you fall asleep. Focus on calming your nervous so that you fall asleep in the most relaxed state possible.</p>	<p>Talk yourself through the feelings and the anxiety both as you're falling asleep and when you wake up.</p>	<p>Talk to your doctor and your therapist. Discuss med options or coping skills that might help you wake up with out a stress response.</p>



# Retelling

## Story Retelling

### Somebody

Who is the main character?

### Wanted

What does the character want?

### But

What is the problem?

### So

How do they solve the problem?



### Then

How does the story end?



# My Retelling Hand

I can remember the different parts of the story I read.



## Setting

When, and where does the story take place?



## Problem

What went wrong in the story?

## Events

### In the Story

What happened in the beginning, middle and end of the story?

**Bme**

## Characters

Who are the people, animals, or creatures in the story?



## Solution

How was the problem fixed or resolved?



# main idea:

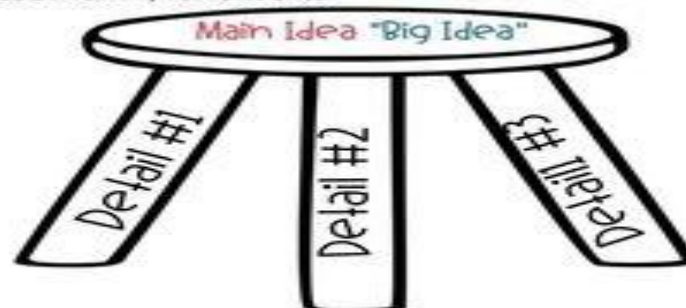
the most important idea about a topic, the "big idea", what the text is mostly about.

### Use clues to help you find the Main Idea

- What is the text mostly about?
- Look at titles and headings
- Look at pictures
- Sometimes the main idea is stated in the first and last sentences
- Look for repeated words.

### Supporting details tell...

- How
- What
- When
- Where
- Why
- How many
- How much





# Simple Story Retelling



**S**omebody

- Who is the main character?
- Who are the minor characters?



**W**anted

- What does the main character want?
- What do the minor characters want?



**B**ut

- What is keeping the main character from his or her goals?
- What is the problem in the story?
- What obstacles are the characters facing?



**S**o

- How is the problem being solved?
- What did the main character do to change the problem?



**T**hen

- What was the outcome?
- Was the problem able to be solved?
- How was the problem solved?



# Five-Finger Retell

Setting - When & Where?      Characters - Who?

Problem - What went wrong?

Events - Beginning, Middle, End

Solution - How was the problem solved?

# fiction stories

\*using ordinal words

name \_\_\_\_\_

first

next

then

last

# Sequencing

Write a sentence and draw a picture to show the correct order of events from the story.

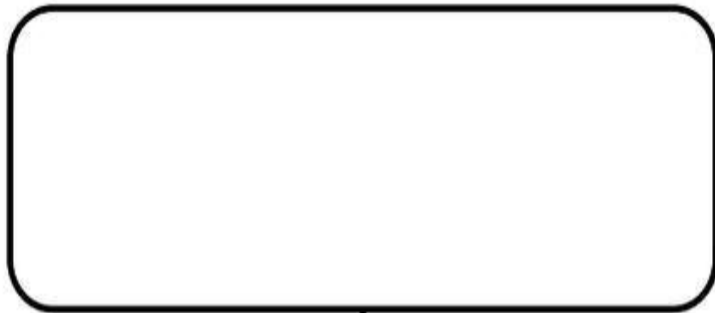
**First**

---

---

---

---



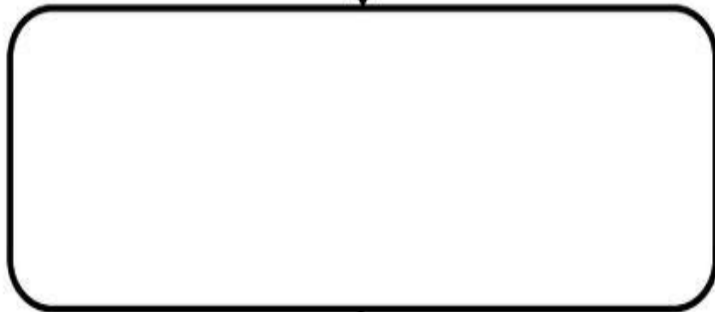
**Next**

---

---

---

---



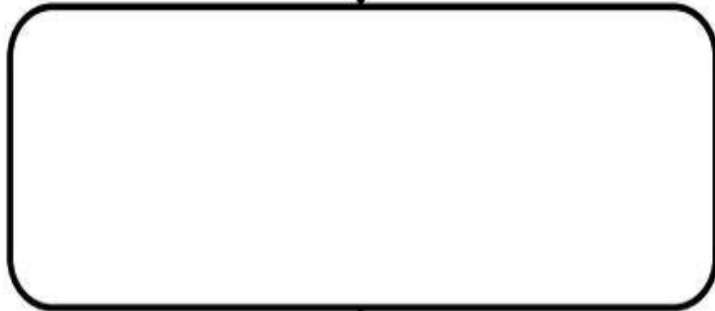
**Then**

---

---

---

---



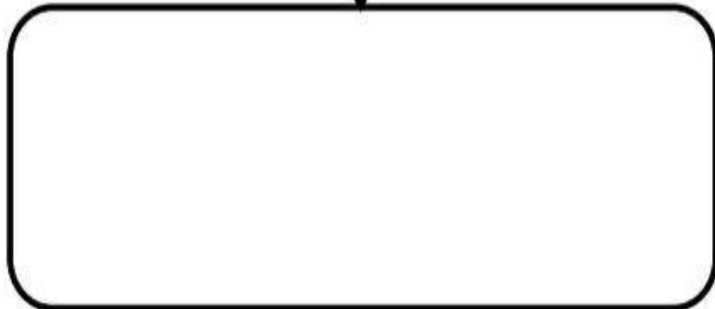
**Last**

---

---

---

---



Title: \_\_\_\_\_  
Author: \_\_\_\_\_

Characters:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Setting:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Beginning:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Middle:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

End:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Problem:  
\_\_\_\_\_  
\_\_\_\_\_

Resolution:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Five Finger Story Sequencing

Directions: Fill in the five boxes below to help you retell a story you just read.

Title: \_\_\_\_\_ Author: \_\_\_\_\_

A graphic organizer for story sequencing. It features a central hand with five fingers pointing upwards. Each finger is connected to a rectangular box. The boxes are labeled as follows: the top box is labeled 'Then,'; the middle-left box is labeled 'Next,'; the middle-right box is labeled 'After that,'; the bottom-left box is labeled 'First,'; and the bottom-right box is labeled 'Finally,'. The entire graphic is enclosed in a green rounded rectangular border with four green stars scattered around it.

# Story Elements

## Story Elements

### Setting

The time and location where the story takes place.

### Characters

The people or animals who are important to the story.

### Refrain

A repeated phrase or lines in a song or poetry.

### Problem

The main conflict, struggle, or issue that the characters are up against.

### Plot

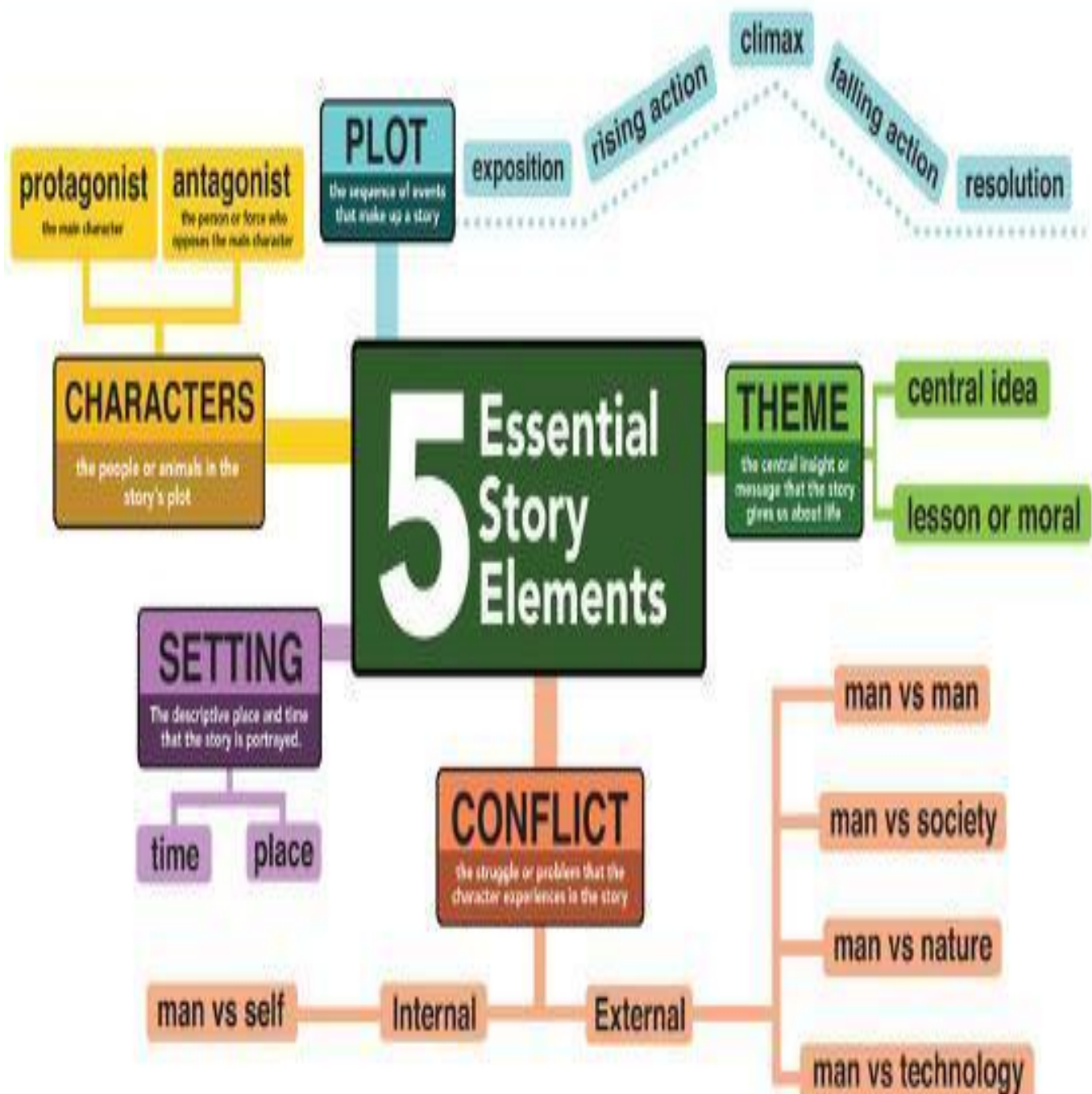
The important events or actions that occur during the story.

### Solution

The way that the characters solve the problem.

# Elements of a Story

Every well-written story includes these five essential elements.



NAME \_\_\_\_\_

# STORY ELEMENTS

SETTING

MAIN CHARACTER

BEGINNING

PROBLEM

MIDDLE

RESOLUTION

END



# Story Elements

## Reading Response

Book Title:

Date:

Author:

Minutes Read:

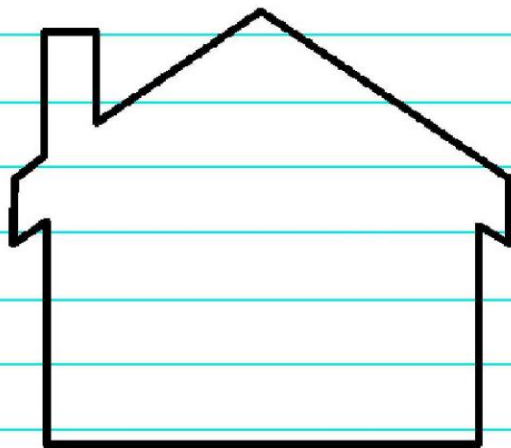
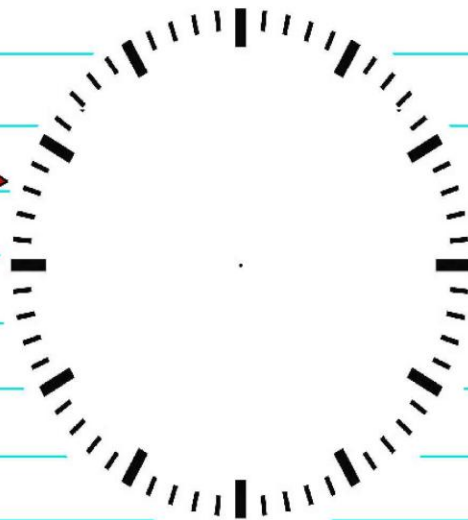
Pages Read:

## Setting

Time of the Story →

Time of day? Time of year?

Past, present or future?



← Place

What was the main setting of this story?

Why was the setting important to the story?

How would the story have changed if the setting had been different?

NAME \_\_\_\_\_

STORY:



Characters

Setting

Problem

Solution

Beginning

Middle

Last

# StORY map

title & AUTHOR

CHARACTERS

setting

conflict

important events

RESOLUTION

themes



# Story Map



Title

Author & Illustrator

Who?

Characters

Where?

Setting



Start

Beginning



Problem

Middle

1

Solution

End

2

Extend Page

3



## My Big Wish Story Plan



### Characters' Names

---

### Setting (Where/When)

---

---

---

---

Spicy words to describe characters  
and setting:

---

---

---

### Problem

---

---

---

---

### Solution

---

---

---

---

Name: \_\_\_\_\_

I can draw a **story map!**

It will help me **retell** the story to a friend.

Text: \_\_\_\_\_

The Setting

The Characters

The Problem

The Solution



Name: \_\_\_\_\_ Date: \_\_\_\_\_



A book report **follows the thread** of the story.  
The beginning, middle, and ending are linked together through the plot.

Title: \_\_\_\_\_

Author: \_\_\_\_\_ Number of pages: \_\_\_\_\_

1. Describe what the story is about, who are the main characters, the main idea.

---

---

---

2. Describe what happened in the beginning of the story (usually something happens first that describes or creates a problem).

---

---

---

3. Describe what happened in the middle of the story (how is the problem being solved?)

---

---

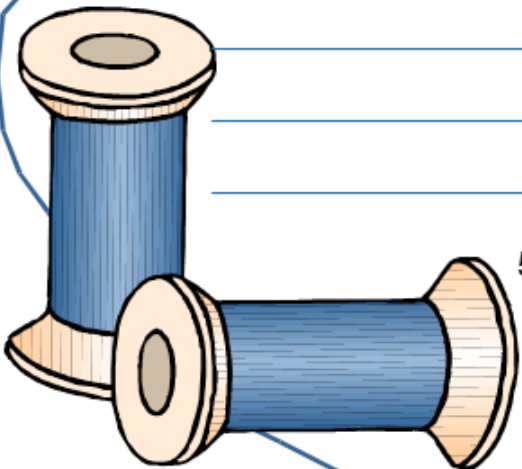
---

4. Describe what happened in the end of the story (what was the final result, or how the problem was solved?).

---

---

---



5. I like this book because \_\_\_\_\_

---

---

NAME \_\_\_\_\_

# STORY ELEMENTS

SETTING

MAIN CHARACTER

BEGINNING

PROBLEM


MIDDLE

RESOLUTION

END



SETTING

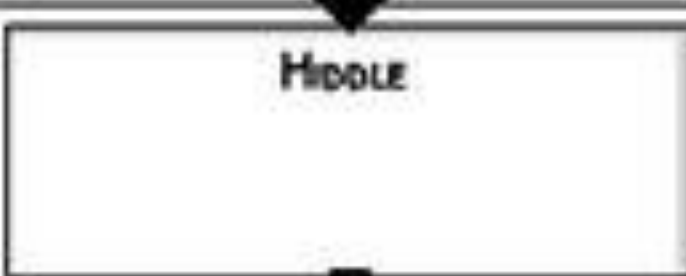


MAIN CHARACTER

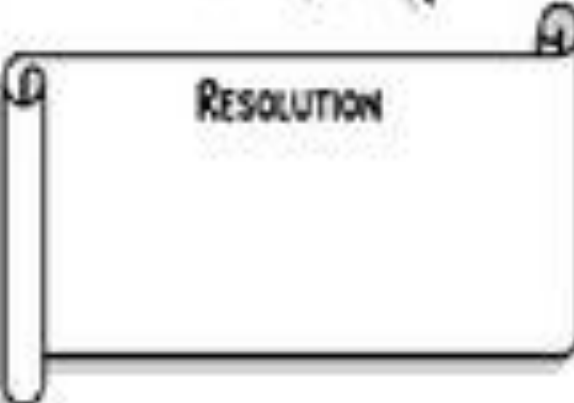
BEGINNING



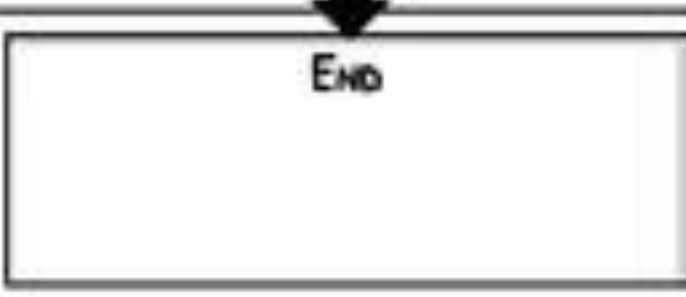
MIDDLE



RESOLUTION



END





Name: \_\_\_\_\_

# Story Elements

**Directions:** Read any fiction story to yourself. Then, write the elements of the story in the blank!

**Title:**

\_\_\_\_\_

**Author:**

\_\_\_\_\_

**characters:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**setting:**

\_\_\_\_\_

**problem:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Solution:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

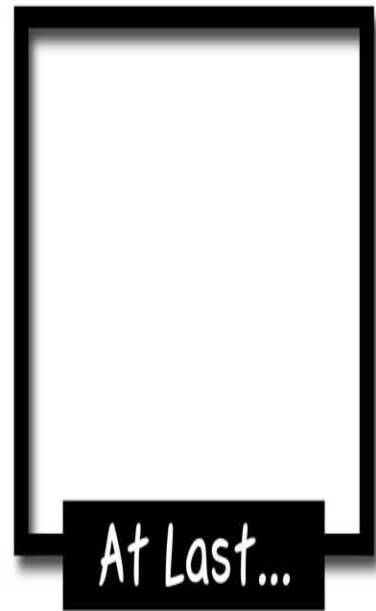
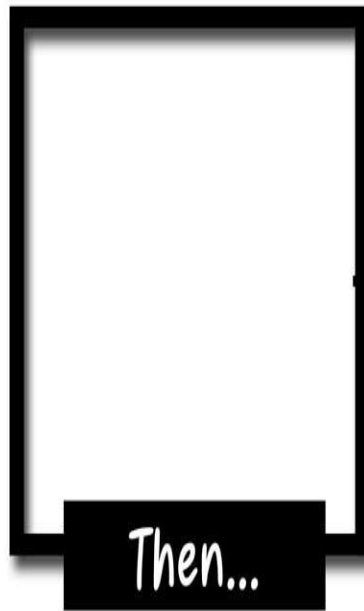
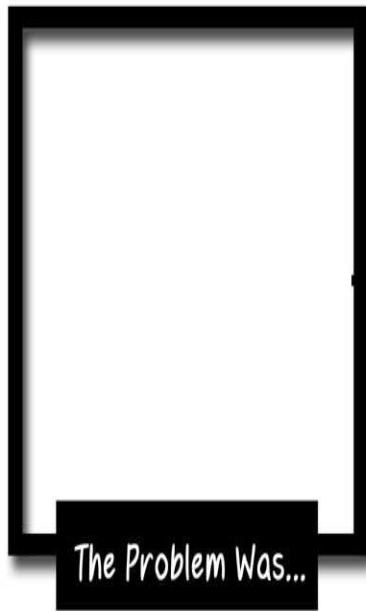
Did you enjoy it?  
Why or why not?

\_\_\_\_\_

\_\_\_\_\_



# Story Elements





# At first I thought...

# Reading Response

Book Title:

Date:

Minutes Read:

Pages Read:

At first I thought...

Now I think...



Book Title:

Date:

Minutes Read:

Pages Read:



At first I thought...

Now I think...





# Reading Response

Book Title:

Date:

Minutes Read:

Pages Read

**3** things that happened today

**2** words or phrases you found interesting

**1** thing you're wondering about



Book Title:

Date:

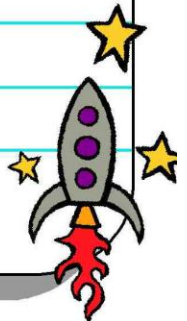
Minutes Read:

Pages Read

**3** things that happened today

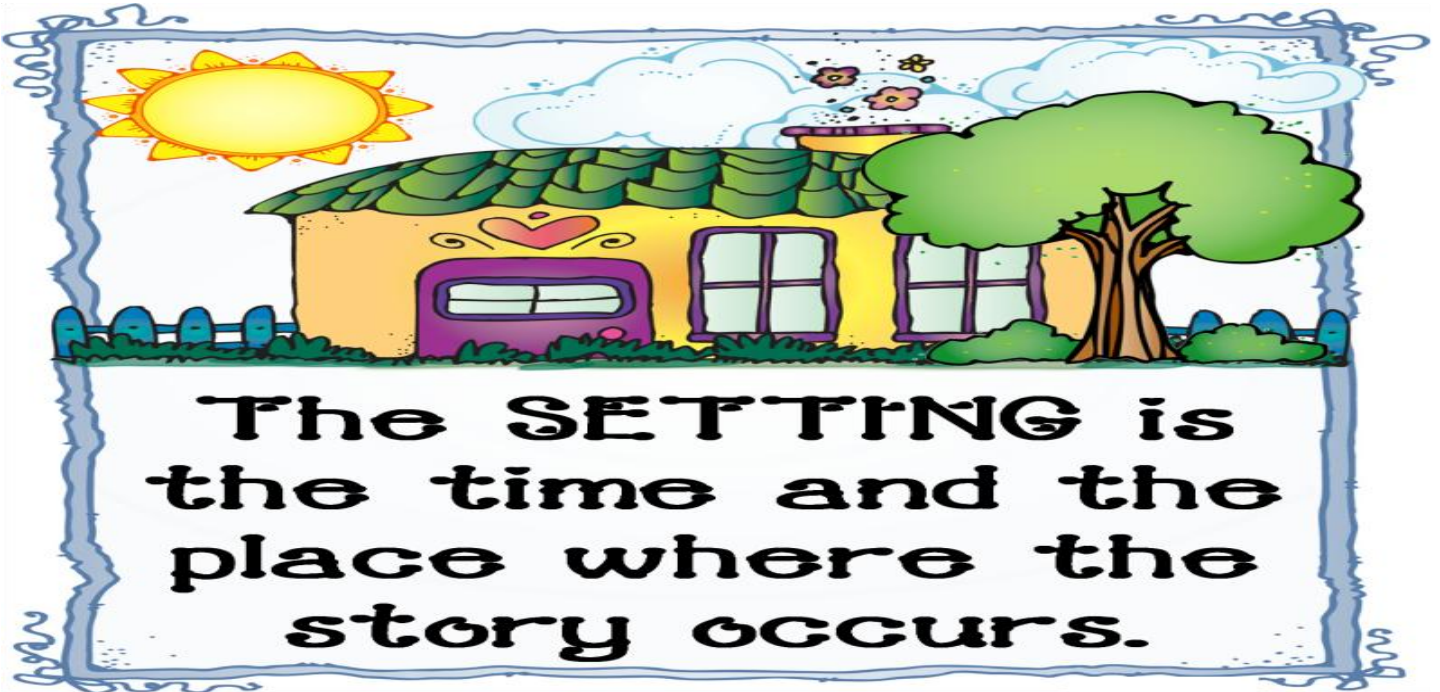
**2** words or phrases you found interesting

**1** thing you're wondering about





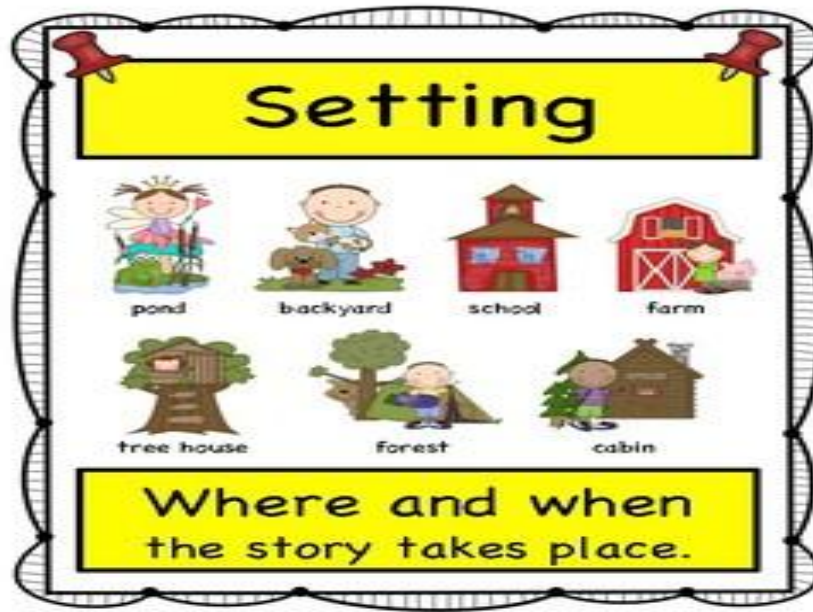
# Setting



## Setting

The setting tells **where** and **when** the story takes place.





# SETTING OF A STORY

It's the context in a scene or story that describes the elements in which a story is taking place, including time, place, and environment.



**When** did it happen?  
**Where** does it take place?  
**What's** the social climate?

## PURPOSE

Provides reader with context on the narrative such as describing the when and where of the setting



# SETTING

Locate the setting in each section of the story. Describe the setting using evidence from the story. Think about **how** the setting impacted the character.

The setting of a story answers the **where** and the **when** of a story.

Elements of setting include specific geographic locations, seasons, time of day, and references to the past, present, or future.

<p>Beginning setting:</p> <p>Evidence from text:</p> <p>Impact on character:</p>	➔	<p>Middle setting:</p> <p>Evidence from text:</p> <p>Impact on character:</p>	➔	<p>End Setting:</p> <p>Evidence from text:</p> <p>Impact on character:</p>
--	---	---	---	--

1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## What is the Setting?

**Where** did the story take place?

---

---

---

What were your clues?

---

---

---

**When** did the story happen?

---

---

---

What were your clues?

---

---

---

Name \_\_\_\_\_

Title \_\_\_\_\_

Author \_\_\_\_\_

Questions:

---

---

---

---



Details:

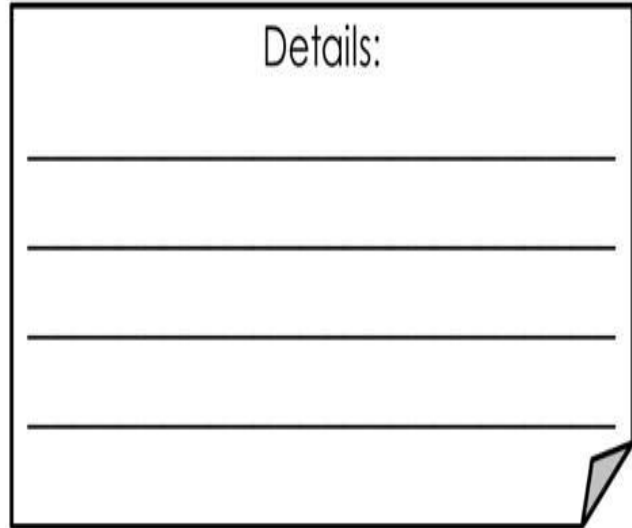
---

---

---

---

---



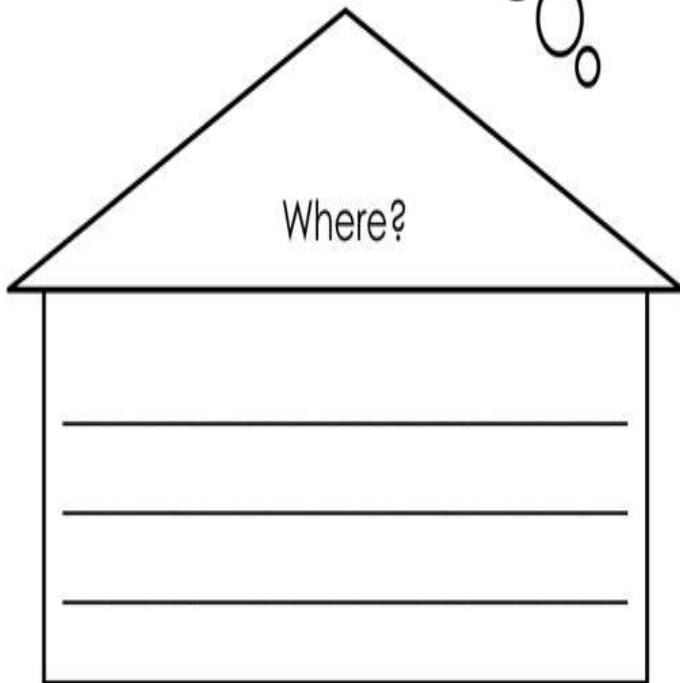
Where?

---

---

---

---



When?

---

---

---

---





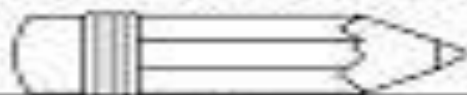
Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Setting Graphic Organizer

Your Mission: Fill in the following information about your setting.

Location...	Sights... <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	Sounds...	Colors... <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	Source(s) of Light...	
Location Map...				Picture of the Background...	
				Tastes...	Textures...
				Smells...	Weather...

# DESCRIBE THE SETTING



Looks like...

Sounds like...

Smells like...

Feels like...

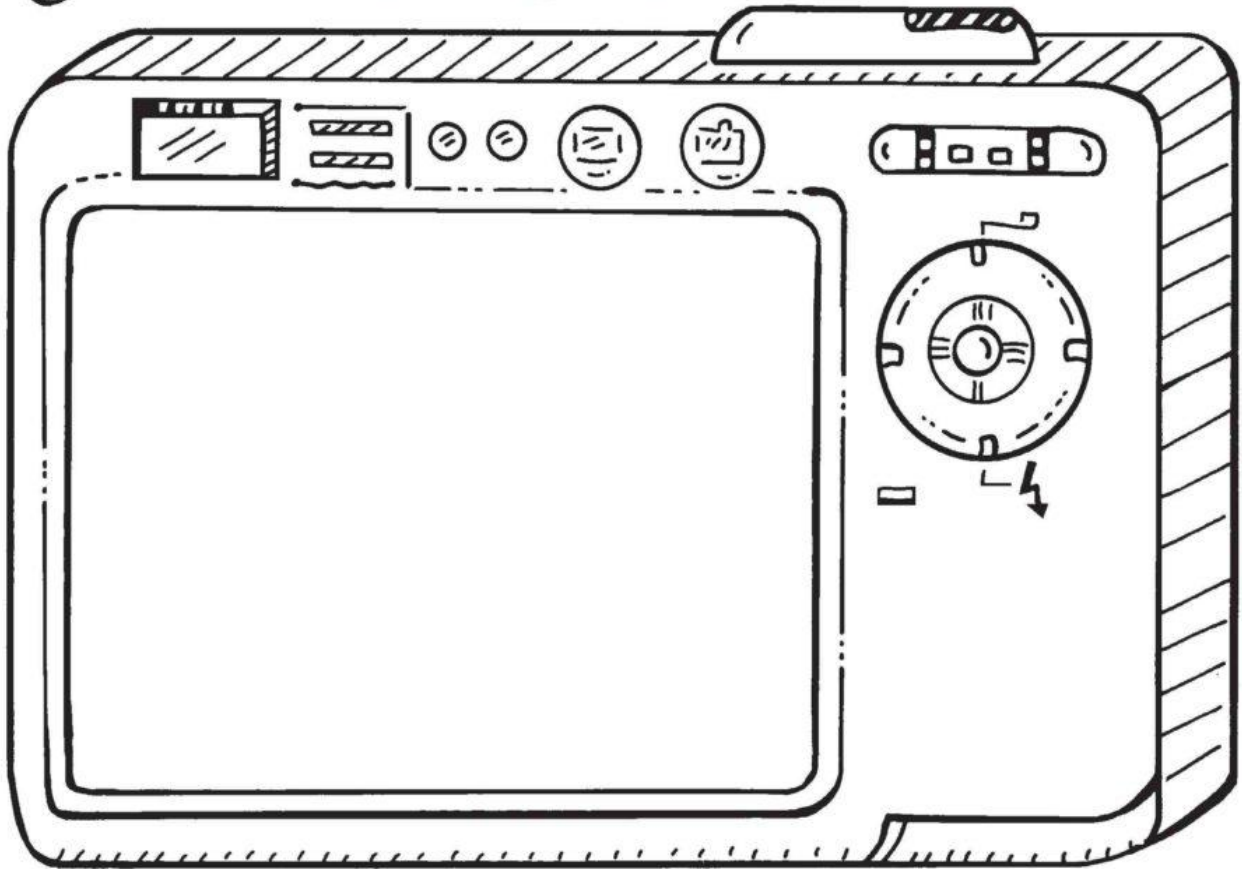
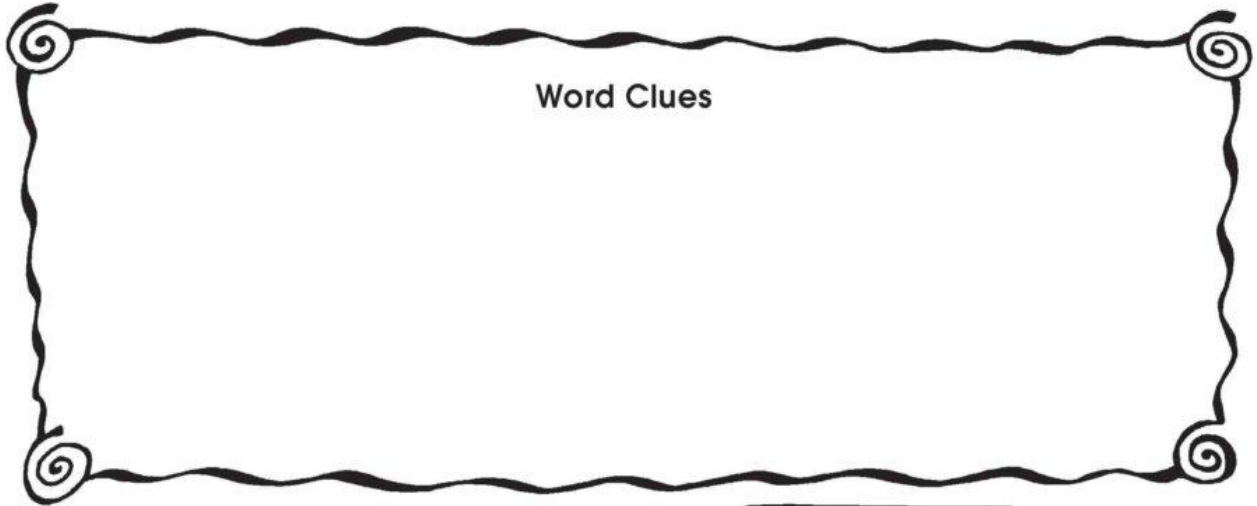
Feels like...

Name \_\_\_\_\_

Date \_\_\_\_\_

# Setting Clues

Title: \_\_\_\_\_





# Characters

Characters are the **people** or **animals** in a story.

A main character is the most important character in the story.



# Setting

The **setting** tells **where** and **when** the story takes place.

The setting is the time, place and environment that a story takes place.



# Plot

The **plot** of a story is made up of the **problem**, **important events**, and the **resolution**.

The plot is like a rollercoaster!



# Theme

The **theme** is the **central message**.  
Theme is what the author wants you to **learn**.  
The theme is the **broad idea** about life.

The them is usually not stated but is inferred.





# Main Idea

The **main idea** is what the text is **mostly** about.  
The **main idea** is the **point** that the author is trying to make.

Think about what the author might be writing about over and over again.



# Details

**Key details** tell **important information** about the story.

Details are the facts or examples that tell more about the information about the main idea.



# Climax

The **climax** is the turning point or exciting part of a story or when an action starts.

Reading a story is like climbing a mountain or ladder and the climax is the top.



# Solution/Resolution

The **solution** or **resolution** tells how the **problem** in the story **is solved**.

Typically the resolution is at the end of the story and after the climax.



# Problem/Conflict

The **problem** or **conflict** is something that causes **trouble** for the characters.

It is the driving force in any story, as it influences the turn of events in the plot.



# Retell

To retell is to state the important parts, in the right order.

When we retell, it helps us to understand the story better and remember it longer.





## Questioning to Understand

I'm asking questions and looking for answers

- Before reading
- During reading
- After reading



Thinking Stems:  
I wonder...  
What if...  
Why...  
I think I was confused when...  
Who...

## Making Connections

- Text to Self
- Text to Text
- Text to World

I use what I know to understand what I'm reading



Thinking Stems:  
This reminds me of... because...  
This reminds me of the book...  
This reminds me of what I heard...

## Inferring

I'm questioning as I read to help me draw conclusions, making predictions, and reflecting on my reading.

When the author doesn't answer my questions I must infer.



Thinking Stems:  
Maybe...  
Perhaps...  
I think...  
I'm guessing...  
It means...

## Visualizing

I create pictures in my mind as I read.

I see what I read.  
I feel what I read.  
I use my senses to help me make a movie in my mind.

Thinking Stems:  
I'm visualizing...  
I'm picturing...  
I can imagine...  
I'm seeing...



## Synthesizing

I combine what I know with new information I read to help me understand the text.

I change my thinking along the way.

Thinking Stems:  
Now I get it!...  
At first I thought... but now I think...  
My new thinking is...  
I think the lesson or theme is...



## Determining the Importance

I understand the main idea of the text and the author's message.

Thinking Stems:  
The text is mainly about...  
I learned...  
The important details are...  
I want to remember...



# 8 Key Comprehension Strategies

### Make Connections

Connect what you read to what you already know.



### Infer

Use your own schema and clues from the book to understand what you read.



### Create Images

Create images in your mind as you read.



### Ask Questions

Ask questions to help you understand.



### Determine Importance

Think about the most important idea!



### Synthesize

Bring ideas together to make a new idea.



### Monitor Understanding

Check to make sure you are understanding what you read.



### Use Fix-Up Strategies

Use strategies when you get stuck on a word.







# Help Your Child Become a Better Reader



## Questions to ask your child while reading fiction text

Who is the main character?

What was the setting?

What was the problem in the story and how was it solved?

What do you predict will happen next in the story?

Why do you think the author chose the title for the story?

Do you like the title of the story? Why or why not?

Can you think of a different title for the story?

Which character from the story would you choose to be your friend? Why?

What part of the story was the most exciting? Why?

Did you like the end? Why or why not?

### Reading With Your Child- Before and During!

- \* What story clues are in the title and in the pictures?
- \* Is this selection fiction or nonfiction?
- \* How do you know?
- \* Why do you want to read this story?  
.....
- \* What do you think will happen next?
- \* How do you feel about the main character?
- \* Would you do things differently if you were the main character?
- \* Does the story text make sense to you?
- \* How do you think the story will end?
- \* Is the author trying to teach you something?



### After Reading With Your Child



When You Think You're Done,  
You've Just Begun!

After enjoying a book with your child, (whether he reads to you, or you read to him) continue the experience by asking:

- \* How did the story make you feel?
- \* What did you like or dislike about the story?
- \* Does the story remind you of any other story?
- \* What were you wondering as you read?
- \* Does this book make you think of anything else you've read?
- \* What was your favorite part?
- \* Were there any parts that surprised you?
- \* What are you going to read next?

\*Adapted from Johnson and Kefer,  
"Catching Readers Before They Fall"

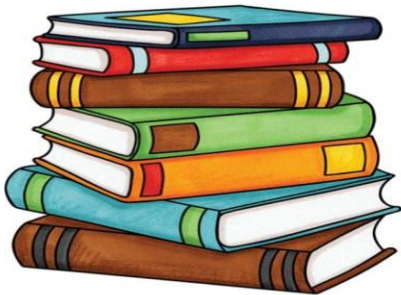
# Making Connections

## Text Connections



### **TEXT TO SELF**

A connection between the text and your life or experiences.



### **TEXT TO TEXT**

A connection between the text and another text you have read.



### **TEXT TO WORLD**

A connection between the text and events in the world.

## Questions to ask when making Text - to - Self Connections

- How can you relate to one of the characters in the story?
- Does the problem in this story remind you of something that happened in your own life?
- Does this story remind you of anything?



## Questions readers ask when making Text-to-Text connections

- What does this remind me of in another book I have read?
- How is this text similar to other things I have read?
- How is this text different from other things I have read?



## Connection: Text - to - World

- These are connections that readers make between the text and the bigger issues, events, or concerns of society.
- To make these types of connections the reader must think about what is going on in the world around them.



Text-to-World





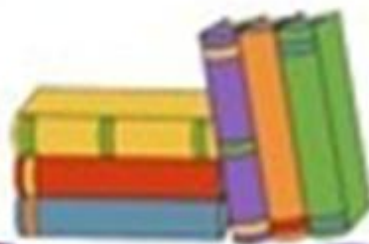
TTT

Making Connections

TTT



# Text to Text



The ideas in this text are similar to the ideas in

\_\_\_\_\_ because.....

The ideas in this text are different to the ideas in

\_\_\_\_\_ because.....

How do the ideas in this text remind you of another text (book, poem, song, story)?

What I just read reminds me of

\_\_\_\_\_ because....





# Making Connections Reading Response

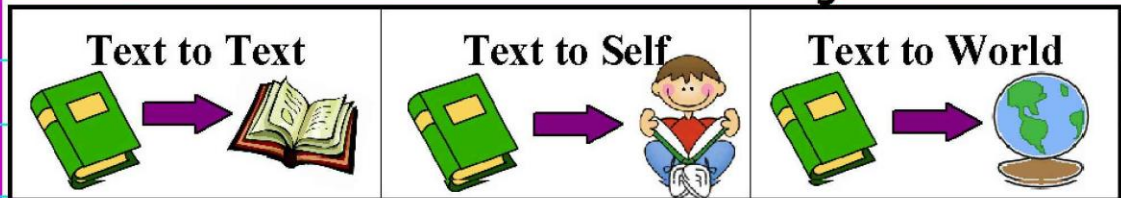
Book Title:

Date:

Author:

Minutes Read:

Pages Read:



In the book, when I read the part about...

This reminded me of...

This connection help me understand...

Another connection I made while I was reading was when I read the part about...

That was similar to...

and that helps me understand...

Teacher's Comments:



# Making Connections

Book Title: \_\_\_\_\_



**My Text to Self  
Connections**

I can connect to the book because...



**My Text to Text  
Connections**

It reminds me of the book \_\_\_\_\_,  
because...



**My Text to World  
Connections**

It makes me think of \_\_\_\_\_,  
because...

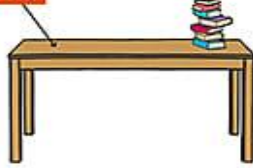
# Main Idea and Details

## Main Idea

The main idea is the most important point of a text.

Good readers determine the main idea by looking for details in the text.

Main Idea



## Supporting Details

These details describe or explain the main idea of the text.

These details are important to the text and support the main idea.



ink saving Eco

## Main Idea and Details

**Main Idea:** What the story is mostly about.

**Details:** These are ideas and thoughts that support the main idea.

Things to look for:  
Look at the title.  
Look at the pictures.  
Look for clue words.



**How can you find the main idea?**

**Before Reading:** Look at the title and text features. Is it fiction or nonfiction? What will the story be about?

**During Reading:** Look for repeated words, phrases, themes, or ideas.

**After Reading:** What is the most important idea or thought?





what's the  
**MAIN IDEA?**

The **MAIN IDEA**  
is what the text is  
mostly about.

**LOOK** at the title  
and pictures.

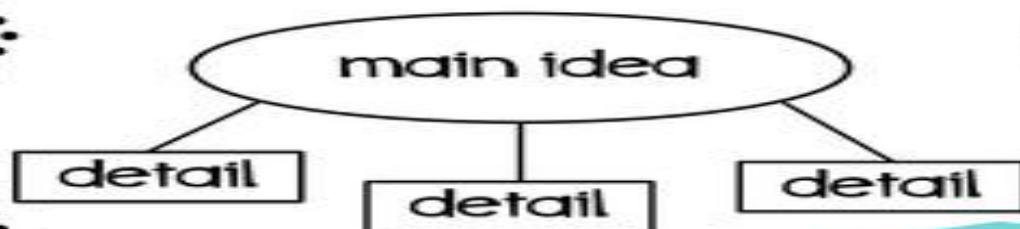
**CLUE WORDS**  
are words used over  
and over.



## Main Idea & Supporting Details

**main idea:**  
what the paragraph, section,  
or selection is mostly about

**supporting details:**  
give information about the main idea







# How to Find **MAIN IDEA**

Before you read:

- Read the title.
- What is the text about?
- What is the topic?

During the reading:

- Look for and carefully read text features.
- Is the text fiction, non-fiction...
- Look for information, words, and pictures that are repeated

After you read:

- Think about the most important point about the topic.
- What details or examples back up and support the main idea?

©Jen Bradshaw (TeacherKarma.com)

# MAIN IDEA

tells what the text is mostly about.

## CLUES

1.

Think about what the text is about.

2.

Look at the title.

3.

Look at the pictures.

4.

Check the 1<sup>st</sup> sentence and the last sentence.

5.

Look for key words and words that are repeated.

# Main Idea and Details

**What is a main idea?**  
A main idea is what the text is mostly about.

**What are details?**  
Details are sentences that tell more about, describe or explain the main idea.

## How can I find the main idea?

1. Ask yourself, "What is this mostly about?"
2. Look at the title of the text.
3. Look at the pictures.
4. Look for words repeated over and over.
5. Sometimes the main idea is either the first or last sentence in the text.
6. Don't get distracted by interesting information that doesn't support the main idea.

## Main Idea

Bats are unusual animals.

### Detail 1

Bats are flying mammals.

### Detail 2

Bats use echo location to find food.

### Detail 3

Bats hang upside down when they sleep.



## HOW TO FIND MAIN IDEA

### BEFORE YOU READ:

- Read the title.
- What is the text about?
- What is the topic?

### DURING THE READING:

- Look for and carefully read text features.
- Is the text fiction, non-fiction...
- Look for information, words, and pictures that are repeated.

### AFTER YOU READ:

- Think about the most important point about the topic.
- What details or examples back up and support the main idea?

Name:

# Main Idea and Details

Main Idea:



Detail:

Detail:

Detail:

Summary:

## Main Idea and Key Details

Name: \_\_\_\_\_

Main Idea:		
Detail:	Detail:	Detail:

Title: \_\_\_\_\_

Name: \_\_\_\_\_

Main Idea	
Key Detail #1	Summary
Key Detail #2	
Key Detail #3	



Name \_\_\_\_\_

Date \_\_\_\_\_

## Main Idea and Details

Book Title: \_\_\_\_\_

Main Idea:

Detail 1

Detail 2

Detail 3



## What's the STORY about?

Title: \_\_\_\_\_

Main idea:

I know this because...

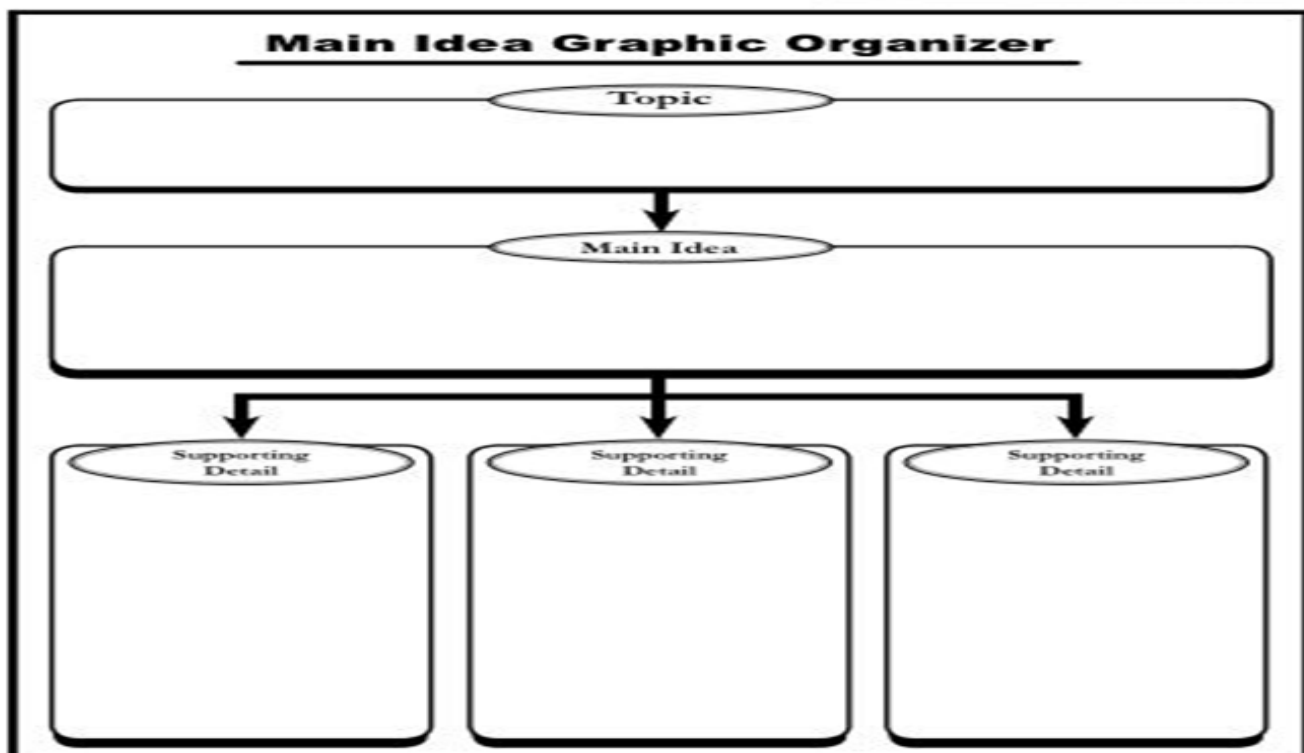
Detail 1:

Detail 2:

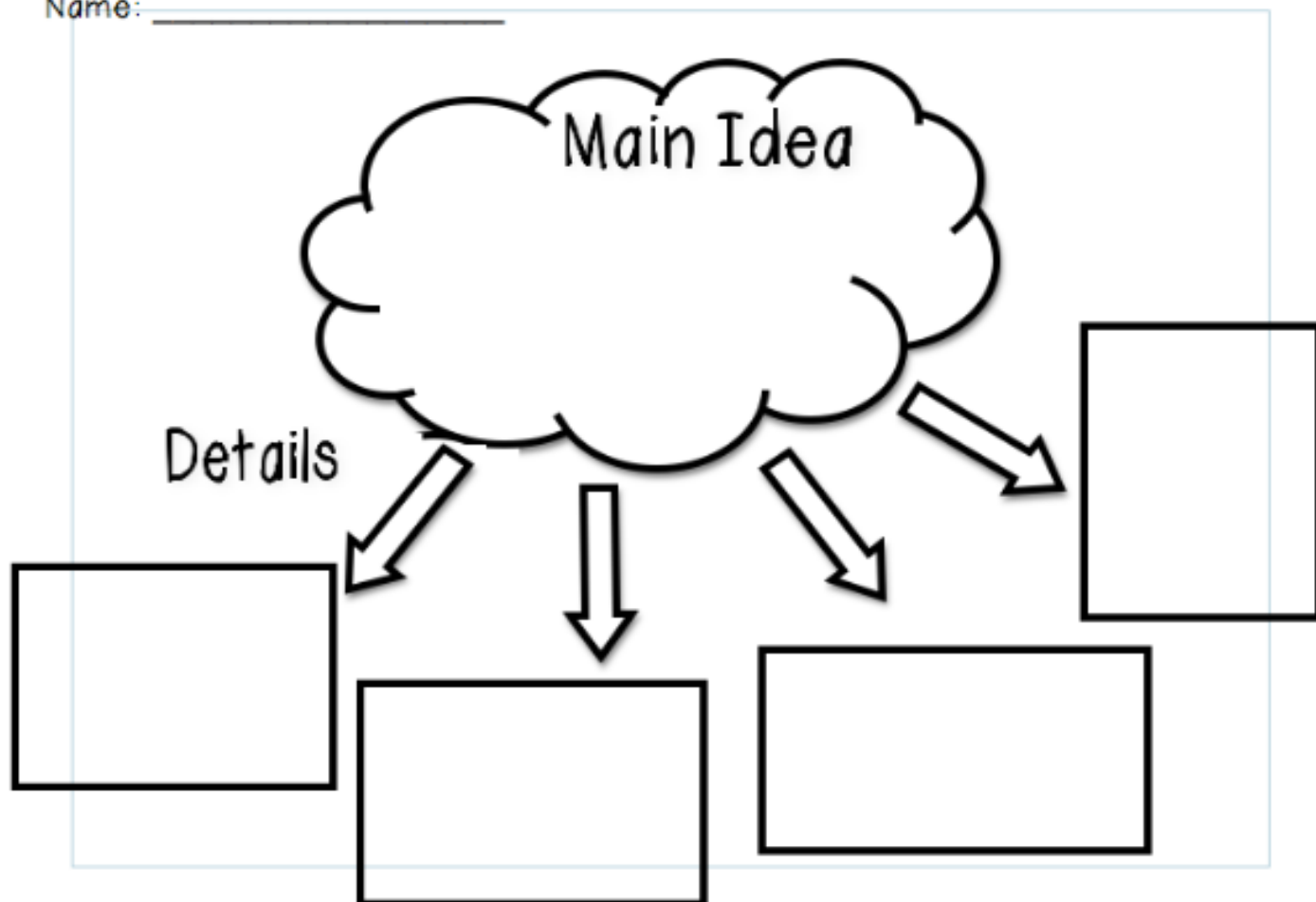
Detail 3:



Name: \_\_\_\_\_



Name: \_\_\_\_\_



# Key Details

Story Title: \_\_\_\_\_

1.	2.	3.
----	----	----

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Main Idea:** the most important thought about the topic of a paragraph. The main idea tells the reader what the text is about.



**The main idea of this story is:**

\_\_\_\_\_

**Details:** facts, statements, and examples that help us understand the main idea. Details help explain and describe the main idea.

**Three important details from this story are:**



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# POPPOPPY

## Main Idea & Details

#2

#1

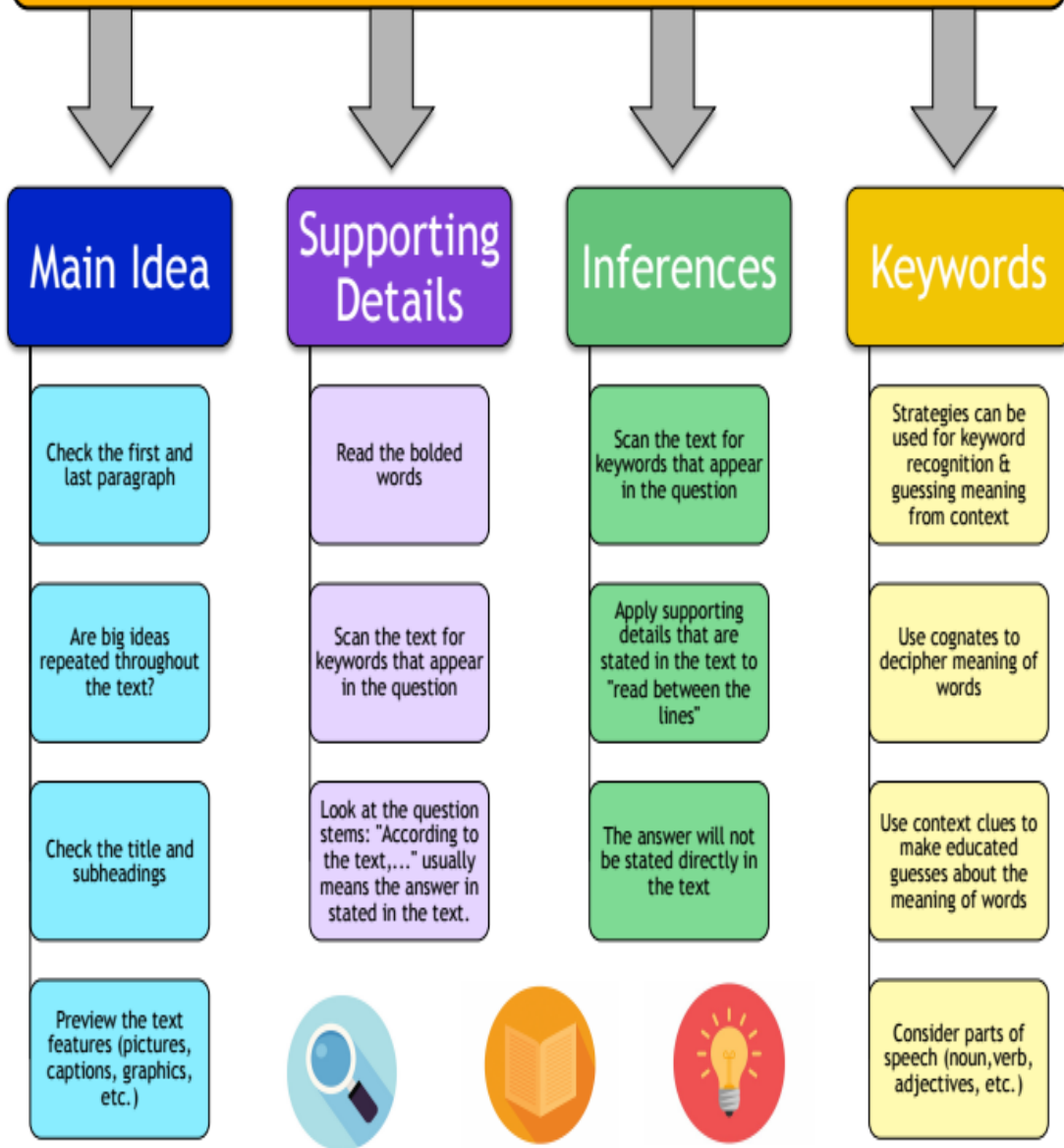
#3

Main Idea

Name:

Topic/  
Text:

# WHAT AM I READING FOR?



Each and every one of us is feeling stress and anxiety to some point. Look over the different types of Self-Care ideas below. Print up any of the different charts and try these out with your family and friends! See which help you and use the Self-Care tips when you feel stressed or overwhelmed.

Better yet, get in the habit of using any Self-Care idea that works for you on a daily basis!

Put a diagram on your refrigerator, next to your bed or any other place in the house or in a notebook that you visit often to remind you to CARE for yourself every day!

# Self-Care & Mental Health



Share your own feelings to encourage self-awareness.

Recognize toxic stress events.

Practice self-care for yourself to set the standard.

Cultivate interests and hobbies.

## Tips for Kids

Set aside time for low stress or solo activities.



Encourage journaling and writing.

Encourage them to focus on the moment.

Blessing Manifesting



Find social groups that help them feel like they belong.



Focus on articulating feelings.  
"I am angry."  
"I am sad."



Establish a self-care routine.

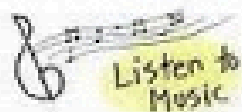


# 50 Ways to Take a Break

Take a Bath



Listen to Music



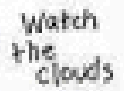
Take a Nap



Go to a body of water



Watch the clouds



Light a candle



REST your legs up on a wall



Let out a sigh



Fly a Kite

Watch the stars



Write a Letter



Learn Something NEW

Listen to a guided relaxation



Read a Book



Sit in NATURE

2x More twice as slowly



Take Deep Belly Breaths

MEDITATE



Call a friend

2x Meander around town

WRITE in a journal



Walk Outside

Notice your Body



Buy some Flowers



Find a relaxing scent



2x Eat a meal

SILENCE

Examine an everyday object with Fresh Eyes



Turn off all electronics



Take a bike ride



pet a furry creature

Create your own coffee break



View some ART



read or watch something FUNNY

FUNNY

COLOR with crayons



Make some MUSIC



Climb a tree



Go to a farmer's market



Forgive someone



Engage in small acts of KINDNESS



Do some gentle stretches



Paint on a surface other than paper



Write a quick poem



Read poetry



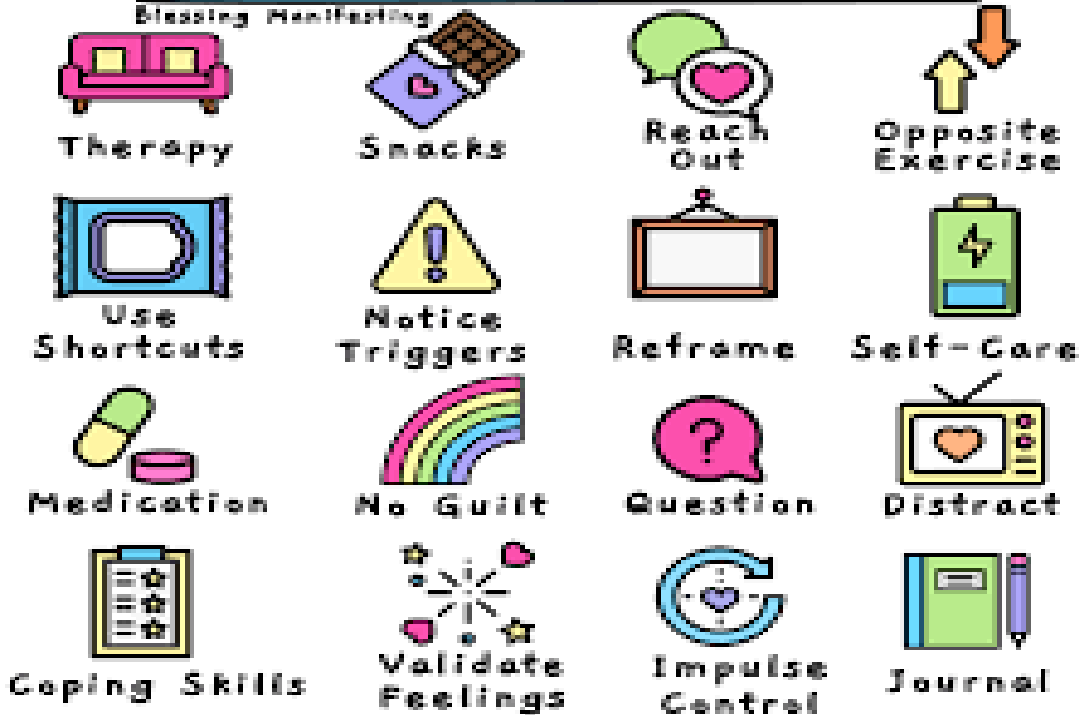
Put on some music and DANCE



Give Thanks

# Self-Care for Bad Mental Health Days

Blessing Manifesting



# Types of Self-Care

## Physical



Sleep  
Stretching  
Walking  
Exercise  
Nutrition  
Yoga

## Emotional



Stress Management  
Coping Skills  
Compassion  
Therapy  
Journaling

## Social



Boundaries  
Support System  
Positive Social Media  
Communication  
Friends

## Spiritual



Time Alone  
Meditation  
Prayer  
Nature  
Sacred Space

## Personal



Hobbies  
Creativity  
Goals  
Identity  
Authenticity

## Space



Safety  
Healthy Environment  
Stability  
Clean Space

## Financial



Saving  
Budgeting  
Money Management  
Paying Bills  
Boundaries

## Work



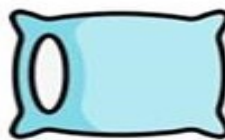
Time Management  
Work Boundaries  
Breaks

BlessingManifesting

# ★ THINGS TO DO TONIGHT



Take a really **deep** breath. Go down your body, focusing on **relaxing** each muscle.



Create a comfortable and **relaxing** environment for yourself.



If you have a lot on your mind try **journaling** to calm your thoughts.



You made it another day. Be **proud** of yourself.



Go through your night time **routine** and do the things that **soothe** you.



Let go of what's **bothering** you. Take a deep breath and let go.

Blessing Manifesting



## Self-Care for Mental Health

### Compassion

Be kind to yourself. Stop judging yourself. Practice positive self-talk.

### Action

Set boundaries with your triggers. Work on coping skills. Do the work. Follow your treatment plan. Don't give up on yourself.

### Accountability

Notice how your choices (conscious or unconscious) contribute in a negative way. Look at what isn't working in your life.

### Self-Care

Rest. Pay attention to your self-care battery. Give yourself what you need. Make time for yourself. Set hard boundaries.

### Support

Go to therapy. Reach out for help. Mental illness is an illness. Don't hide in shame and silence. Ask for what you need. Create a strong support system. Break the stigma.

Read More on Blessing Manifesting



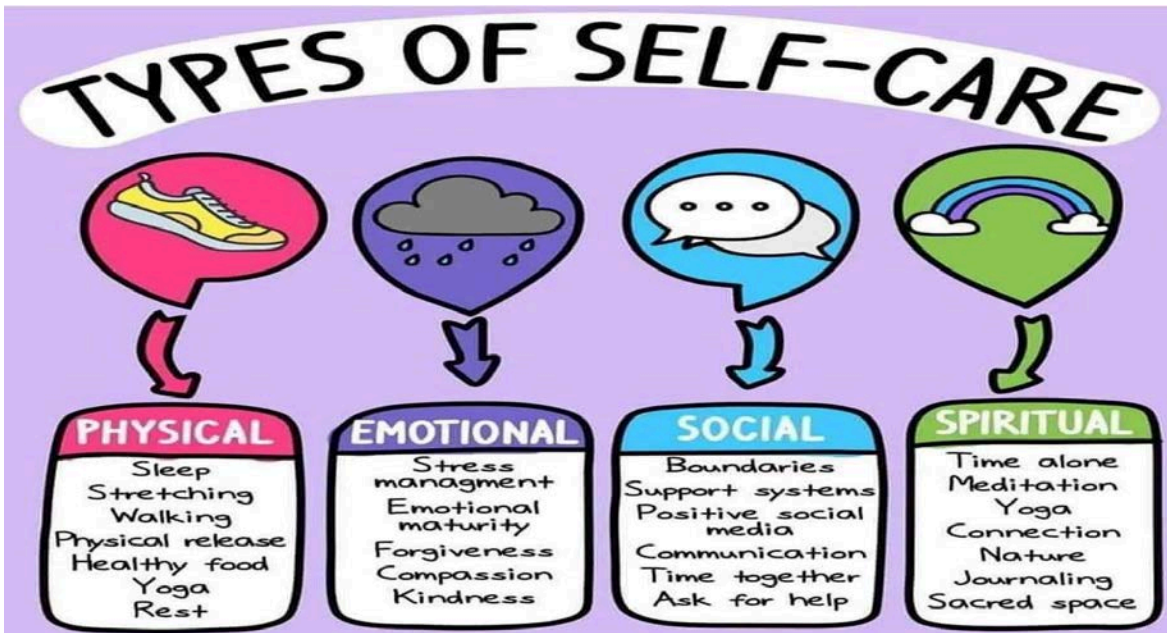
# Self Care for Parents

## You Need This, You Deserve This...

Life is stressful, especially at this time of the year. You are probably thinking of the holidays, shopping, decorations, parties and get-togethers. Now more than ever, parents need to make sure that they are taking care of themselves, their needs, their emotions.

**Self-care** is a great way for caregivers to make sure their own needs are being met. Because **self-care** and mental health are connected, neglecting one can have a negative impact on the other. Sometimes, **parental** stress or burnout may become severe enough that you can't overcome it on your own.

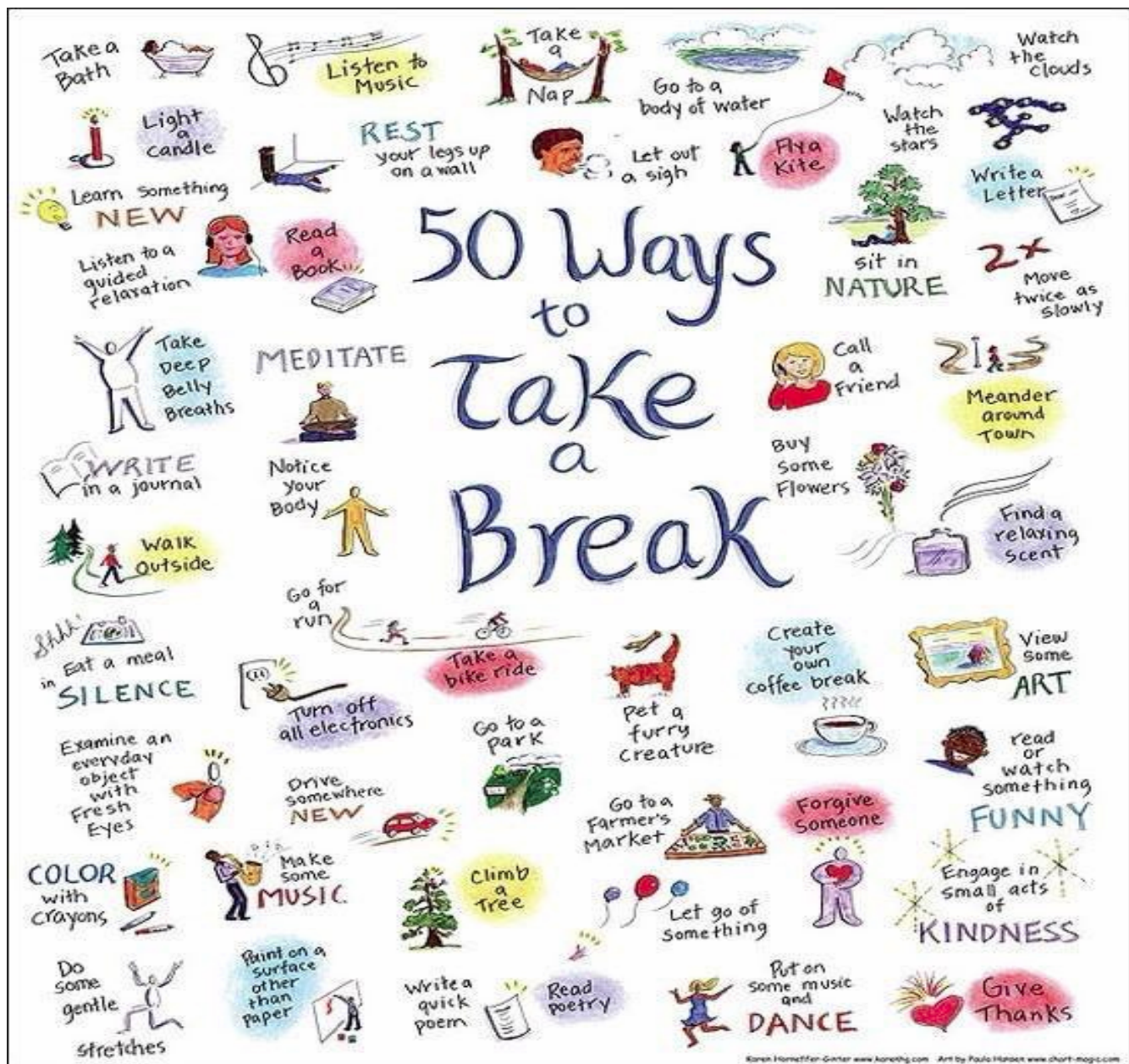
Know your worth: **Self-care is important** to maintain a healthy relationship with yourself as it produces positive feelings and boosts your confidence and **self-esteem**. ... It can also lead to all sorts of health problems, from anxiety and depression to insomnia and heart diseases.



## What's your self-care today?

Something adult-y and not fun.	Yoga, meditation, or something zen.	Physical activity or gym time.	Resting + catching up on sleep.
Pausing & taking a break.	Catching up on house-work.	Unplugging from social media.	Something warm and comforting.
Making yourself feel better.	Getting out of the house.	Taking your meds or vitamins.	Connecting with your support system.
Time to yourself.	Cuddling a soft furry creature.	Tea, books, or writing.	Time being creative.

Blessing Manifesting



Below are additional ideas for Parent Self-Care...

[https://www.sesamestreet.org/sites/default/files/media\\_folders/Images/PDF5V3\\_0.pdf](https://www.sesamestreet.org/sites/default/files/media_folders/Images/PDF5V3_0.pdf)

<https://www.mother.ly/life/25-self-care-ideas-for-exhausted-parents>

<https://imperfectfamilies.com/simple-self-care-for-extremely-busy-parents/>

<https://www.waterford.org/education/self-care-for-parents/>

<https://www.mghclaycenter.org/parenting-concerns/10-self-care-tips-for-parents/>

<https://gozen.com/8-self-care-tips-for-parents-who-have-no-time-for-self-care/>

<https://www.cincinnatichildrens.org/patients/coronavirus-information/family-resources/self-care-parents>

[https://www.scanva.org/wp-content/uploads/2013/06/SelfCare2016\\_English.pdf](https://www.scanva.org/wp-content/uploads/2013/06/SelfCare2016_English.pdf)

<https://semicrunchymama.com/6-types-of-self-care-for-parents-with-pdf/>

<https://www.verywellfamily.com/self-care-for-parents-4178010>





# SELF-CARE MENU

From Blessing Manifesting

## Appetizers

- Take a break
- Spend time outside
- Deep breathing
- Listen to music



## Specials

- Get spiritual
- Call a friend
- Move your body
- Engage in a hobby



## Entrées

- 8 hours of sleep
- Movie + Popcorn
- Favorite Meal
- Focus on letting go



## Beverages

- Drink your water
- Cup of tea
- Hot chocolate
- Fancy coffee



## Sides

- Start a new book
- Do some stretches
- Journal
- Positive Self-Talk



## Desserts

- Bubble bath
- Light Candles
- Soft Pajamas
- Pamper your body



# Self-Care Report

Let's check-in with how you're doing.

♥ My needs are being met.	♥ I'd like to meet this need soon.	♥ My needs are not being met.
---------------------------	------------------------------------	-------------------------------

Meeting my social needs.	
Feeling my feelings.	
Doing things that make me happy.	
Limiting news coverage.	
Healthy coping skills.	
Moving my body.	
Intentionally focusing on stress relief.	
Maintaining a daily routine.	
Practicing self-care.	

BlessingManifesting

# 30 DAY HAPPINESS CHALLENGE



@MYJOURNEY.APP



1. CLEAN BEDSHEETS



2. LISTEN TO MUSIC



3. MEDITATE



4. FLOWERS



5. COMPLIMENT SOMEONE



6. DANCE



7. TREAT YOURSELF



8. BE CREATIVE



9. HOT BATH



10. WRITE A LETTER



11. BAKE A CAKE



12. TAKE A WALK



13. STAR GAZING



14. READ A BOOK



15. LEARN NEW THINGS



16. PAT A KITTEN



17. HELP SOMEONE



18. START A JOURNAL



19. SELF-LOVE



20. WARM HUGS



21. WATCH SUNRISE



22. EXERCISE



23. EAT HEALTHILY



24. VISIT NEW PLACES



25. LISTEN TO BIRDS



26. COOK



27. CALL A FRIEND



28. NAP



29. GRATITUDE



30. REWARD YOURSELF WITH ICE CREAM